



**THE IMPLEMENTING KTSP TO ENGLISH TEACHING IN
SMK N 1 KUDUS AND SMK MUHAMMADIYAH KUDUS
IN ACADEMIC YEAR 2011/2012**

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SKRIPSI

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in the English Education

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ABSTRACT

Nugrahani, Anita. 2012. *The Implementing KTSP to English Teaching in SMK N 1 Kudus and SMK Muhammadiyah Kudus in Academic Year 2011/2012. Skripsi*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Dr. Slamet Utomo, M.Pd., (ii). Fajar Kartika, S.S., M.Hum.

Key words: English teachers' problem, implementation of KTSP

KTSP (school based curriculum) has been applied since year 2006. In KTSP, teacher is the main factor that has a role as a facilitator for the students. Besides that, the students must be active in learning process. But, in fact many teachers still have problems in implementing KTSP, such the difficulty in making lesson plan, syllabus and the difficulty to manage the learning process.

The objective of the research is to describe the implementing KTSP to English teaching in SMK N 1 Kudus and SMK Muhammadiyah Kudus in Academic Year 2011/2012.

The writer used descriptive qualitative research. That method is used to describe the implementing which are faced by the implementing KTSP to English teaching in SMK N 1 Kudus and SMK Muhammadiyah Kudus in Academic Year 2011/2012. The writer collect the data through the questionnaire. The writer analyzed the qualitative data using data reduction, data display, and data verification. Then, make the conclusion of there are problems which are faced by the teachers of SMK N 1 Kudus and SMK Muhammadiyah Kudus in academic year 2011/2012 in implementing KTSP (School Based Curriculum).

In the result of the research, the writer found the same of the result analyze data between SMK N 1 Kudus and SMK Muhammadiyah Kudus is sufficient and concludes that there are problems which are faced by the teachers not only caused by the teachers but also caused by the students, the government and the learning facilities. There are 14 kinds of problems that are faced by the teachers of SMK N 1 Kudus and SMK Muhammadiyah Kudus in academic year 2011/2012 implementing KTSP (School Based Curriculum). According to the English teachers, from 14 kinds of problems there are 8 problems come from the teachers themselves. Then, 3 problems come from the students, one problem comes from the government and two problems come from the learning facilities.

Therefore, the writer suggests that the teacher should improve their understanding about the implementation of KTSP. The students should be more active in learning process. Besides that, the government also should provide socializations or training about KTSP, moreover the government also should provide the learning facilities to support the teaching learning process.

ABSTRAKSI

Nugrahani, Anita. 2012. *Penerapan KTSP untuk Pengajaran Bahasa Inggris di SMK N 1 Kudus dan SMK Muhammadiyah Tahun Akademik 2011/2012. Skripsi*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Dr. Slamet Utomo, M.Pd., (ii). Fajar Kartika, S.S., M.Hum.

Kata Kunci: Masalah yang dihadapi guru bahasa inggris, pelaksanaan KTSP

KTSP (Kurikulum Tingkat Satuan Pendidikan) telah digunakan sejak tahun 2006. Dalam KTSP guru adalah faktor utama yang memiliki peran sebagai fasilitator untuk siswa. Disamping itu siswa harus aktif dalam proses pembelajaran. Tetapi pada kenyataannya, guru masih mempunyai banyak permasalahan dalam melaksanakan KTSP, seperti kesulitan dalam pembuatan rencana pembelajaran, silabus dan kesulitan untuk mengelola proses pembelajaran.

Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan KTSP untuk pengajaran Bahasa Inggris di SMK N 1 Kudus dan SMK Muhammadiyah Tahun Akademik 2011/2012.

Penulis menggunakan penelitian deskriptif kualitatif. Metode tersebut digunakan untuk menggambarkan penerapan KTSP untuk pengajaran Bahasa Inggris di SMK N 1 Kudus dan SMK Muhammadiyah Tahun Akademik 2011/2012. Penulis mengumpulkan data melalui penyebaran angket. Penulis menganalisis data kualitatif dengan menggunakan data reduction, data display, data verification. Lalu menyimpulkan terdapat masalah – masalah dalam menerapkan KTSP untuk pengajaran Bahasa Inggris di SMK N 1 Kudus dan SMK Muhammadiyah Tahun Akademik 2011/2012.

Pada hasil penelitian, penulis menemukan persamaan hasil analisa data diantara sekolah negeri dan sekolah swasta adalah cukup dan menyimpulkan bahwa masalah-masalah yang dihadapi guru bahasa inggris SMK N 1 Kudus dan SMK Muhammadiyah Kudus tahun akademik 2011/2012 dalam melaksanakan KTSP (Kurikulum Tingkat Satuan Pendidikan) tidak hanya disebabkan oleh guru tetapi juga disebabkan oleh siswa, pemerintah dan fasilitas pembelajaran. Ada 14 jenis masalah yang hadapi oleh guru bahasa inggris SMK N 1 Kudus dan SMK Muhammadiyah Kudus tahun akademik 2011/2012 dalam melaksanakan KTSP (Kurikulum Tingkat Satuan Pendidikan). Menurut guru bahasa inggris dari 14 masalah, ada 8 masalah yang berasal dari guru. Kemudian, ada 2 masalah berasal dari siswa, satu masalah berasal dari pemerintah dan 2 masalah berasal dari fasilitas pembelajaran.

Peneliti menyarankan bahwa guru sebaiknya meningkatkan pemahaman mereka mengenai pelaksanaan KTSP. Siswa sebaiknya lebih aktif dalam proses pembelajaran. Disamping itu, pemerintah juga sebaiknya menyediakan sosialisasi atau pelatihan mengenai KTSP, selain itu pemerintah juga harus menyediakan fasilitas pembelajaran untuk mendukung proses belajar mengajar.

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Finally, the writer also deeply realizes that this research is still far from being perfect. It still requires much improvement. And the writer also highly needs valuable comments and contributive criticisms to make the research useful not only for her but also for the readers.

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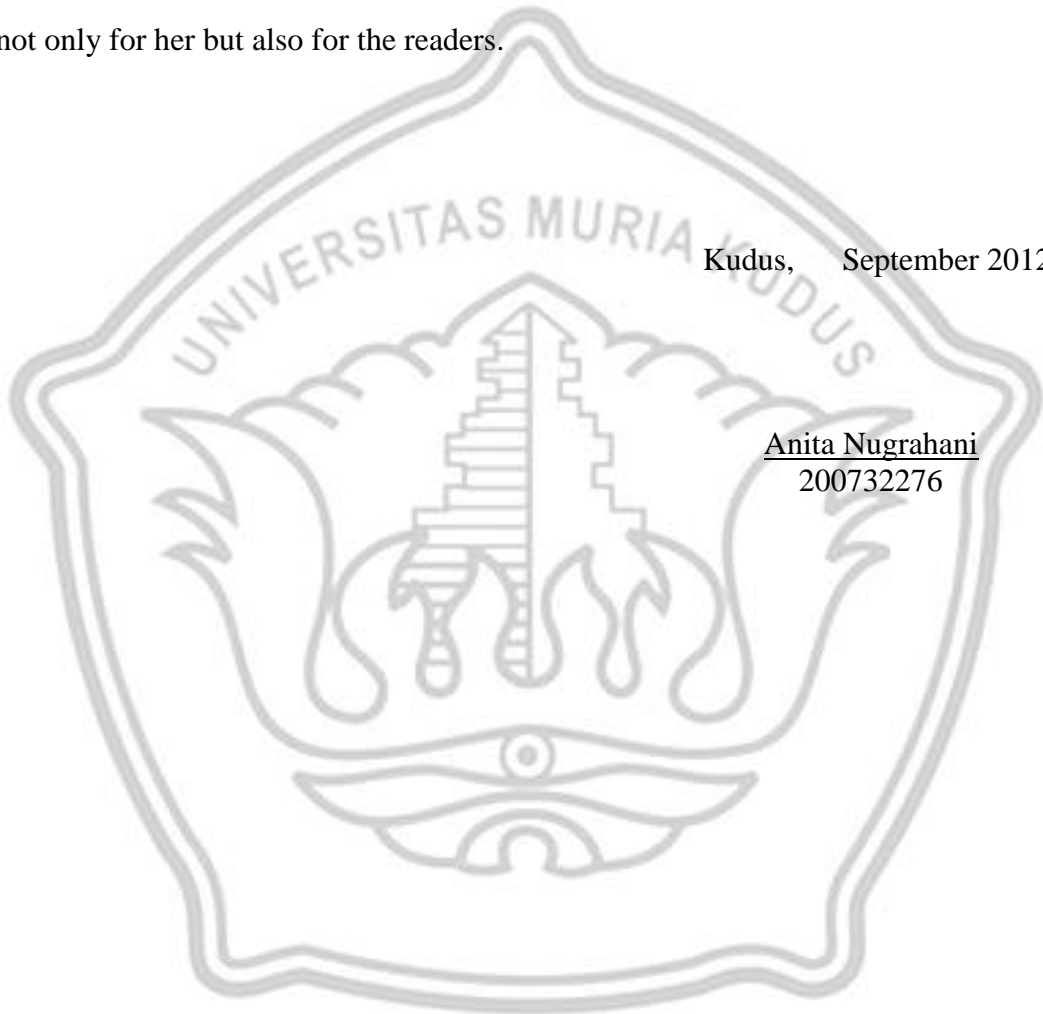


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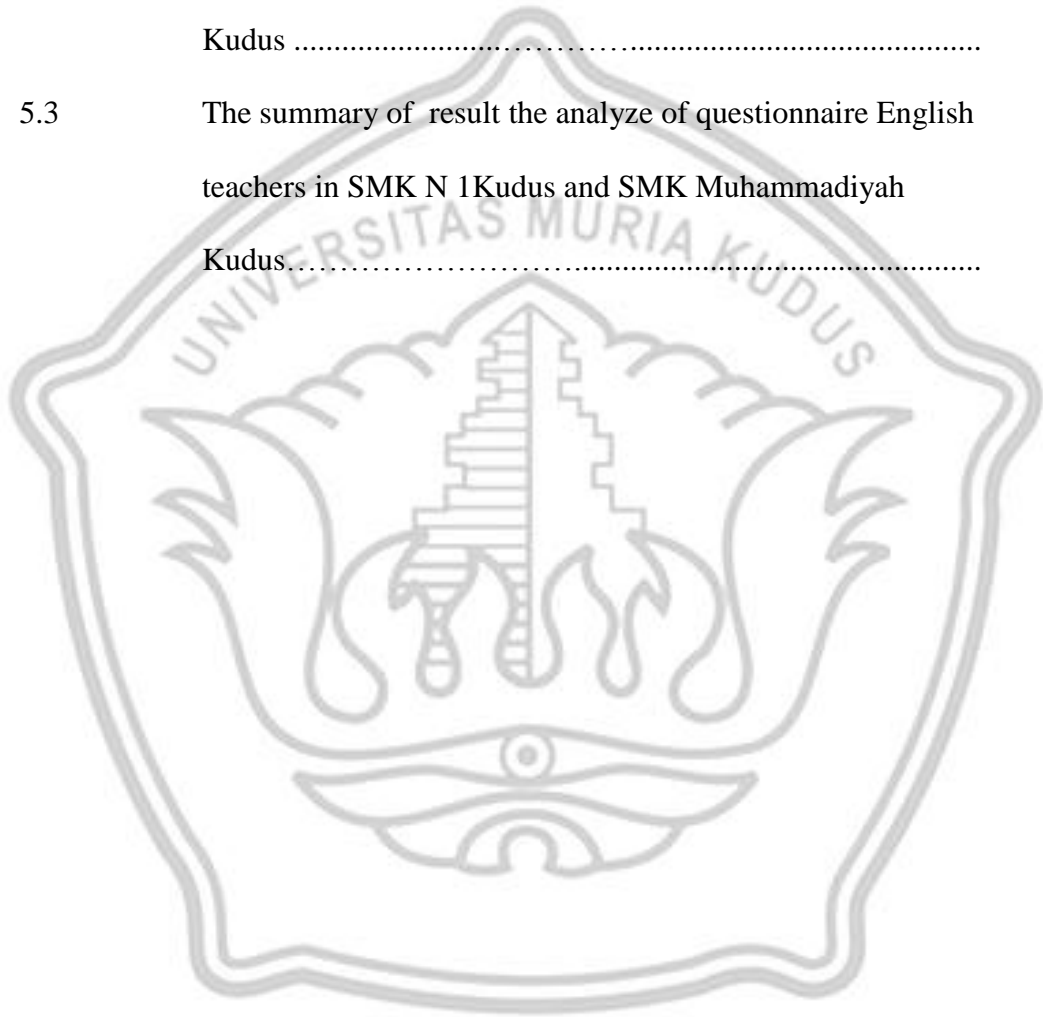
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